

ADDRESS BEFORE THE ANNUAL MEETING OF THE
COUNCIL OF CHURCH BOARDS OF EDUCATION,
WALLACE LODGE, YONKERS, N. Y.
JANUARY 3, 1921

By A. W. HARRIS, President of the Council

The Council of Church Boards of Education has completed another year of co-operative service. We have proved anew in our own experience as educational leaders of the Church the truth of the fable of the fagots, so easily bent and broken apart, but invincible when firmly bound together.

The tangible results of our co-operation are not to be underestimated. But its best results lend themselves less readily to tabulation and I wish to emphasize them—achievements in the realm of ideas, broader and saner views of social reconstruction and useful criticism of modern educational ideals everywhere. Let me call your attention to a few things we are trying to do now or may attempt a little later, upon which we may concentrate our united strength.

(1) We stand for the *Christian spirit in education*, all education, which must be permeated with ideals of altruism and public service, if America is to be a Christian nation in fact as well as in name.

(2) We must emphasize more and more *educational experience as a prerequisite for administrative efficiency in our colleges*. A college president needs not only large business sagacity, breadth of knowledge, intellectual ability, commanding personality, but intimate knowledge of the *teaching business*. He needs professional training and experience in the school room; he will be called upon to cast the deciding vote in nine cases out of ten in the selection of his faculty, and should know what good teaching is and how to obtain it.

(3) The notably skillful and illuminating *work of the Survey Department of the Council should be continued* and the data gathered with care and scientific precision should be made easily available for general use through various forms of denominational and other publicity. The concentration of all survey work for the Boards in one office is desirable, both in the interest of economy and efficiency. Here the work may be done by experts, who have a background of wider experience and

fuller knowledge than is likely to be available in the average Board office. The facts already revealed by the surveys of the Council are of great value and, if used wisely and courageously, will prove themselves worth more than all that they have cost.

(4) I believe that the growing *entente cordiale* between the *Federal Council of Churches* of Christ in America and the *Council of Church Boards of Education* should be *cultivated and strengthened*. I incline, personally, to the opinion that it would be an advantage to both organizations if some way could be found by which the Federal Council of Churches might recognize the Council of Church Boards of Education as its Educational Department and become a contributor to its support. This would afford us opportunity for service to a larger number of denominations now represented in the Federal Council but not identified with the Council of Church Boards of Education.

(5) In my judgment, there is a field for a monthly educational journal. It should be of high grade, dealing with the philosophy, technic and practice of education in a popular and interesting way, equal to the best literary magazines of the day. There are educational magazines, it is true, but none that seems to supply the need I have in mind. Most such journals, organs of teachers' bureaus or teachers' associations, are more or less dry, too technical, and really incidental. We need an attractive periodical, illustrated, with live news items and fresh editorial utterance, which would stimulate interest in the currents of the best modern educational thinking and develop appreciation of the public service rendered by teachers.

It is not my thought that such a magazine should be primarily the organ of this Council, but that issued in syndicated form perhaps by several denominations, it should have the sympathy and support of the United Boards.

(6) The Council is to be especially congratulated upon its good fortune in the *efficient handling of all its affairs by the Executive Secretary*. The influence and prestige of the Council are largely due to the forceful personality and unusual tact of its chief officer. Dr. Kelly has been at the helm for four years. It is notable that while the Council has grown steadily in service rendered and in public confidence, accomplishing a really important work, there has never been a deficit under his

administration. He will make a detailed statement of what has been done during the past year in his Annual Report. I ask you merely to glance for a moment at some of the outstanding items that should give us satisfaction and receive our cordial acknowledgment as a Council:

1. The influence exerted by the Council on the program and policies of the Association of American College would justify its existence, if it had done nothing else. The organized influence of the denominational Boards has shaped the character and directed the currents of the Association.
2. The growing prestige of the Council is evinced in several significant facts: (a) The election of the Council to full membership in the American Council on Education, higher education under Protestant auspices being recognized for the first time on a co-ordinate basis with education under State and Catholic control. (b) The invitation extended by the Committee on Academic Freedom and Tenure of Office of the American Association of University Professors to the like Committee of the Council to unite as a joint committee for the investigation of this important subject. (c) The appointment of the Executive Secretary of the Council as a Trustee of the American University Union in Europe, thereby widening the channel for dissemination of the ideals for which the Council stands. (d) Appointment of the Executive Secretary, after his voluntary relinquishment of the Directorship, as a Trustee of the Joint Committee on Franco-American Scholarships and signal expression of appreciation for service rendered from the French Government, which, with notable ceremonies conferred upon our Executive Secretary, the title Chevalier of the Legion of Honor.* (e) The invitation of the United States Commissioner of Education to officers of the Council to meet in council at Washington regarding plans for the Fed-

*NOTE.—Since the annual meeting of the Council, the French government has notified Dr. Kelly that he has been made "Président d'Honneur" of the Association of Franco-American Scholars.

eral Bureau's campaign for American educational advance.

3. The survey material gathered by the Council has attracted favorable attention from expert investigators, such as those of the Carnegie Foundation and the General Education Board.
4. The Council has done valuable team work with various interdenominational agencies: (a) The Interchurch World Movement; (b) the Federal Council of Churches of Christ; (c) the Young Men's and Young Women's Christian Associations; (d) the Committee on United Surveys; the Home Missions Council; the Foreign Missions Conference, etc.
5. The Council has endeavored to uphold the highest standards of education, while exalting the altruistic principles of our Christian faith. It works often without drawing attention to itself—silently, unostentatiously, effectively—rendering service in unexpected ways.

During the past year the Council has supervised the expenditure of approximately \$60,000, of which \$41,126.14 was on behalf of the American Educational Survey of the Interchurch Movement. The Association of American Colleges contributed directly about \$2,000, and indirectly considerably more for the study of the Survey through its own Commissions.

No contribution from a single denomination has exceeded \$2,000. The Protestant Episcopal Church voluntarily increased its subscription from \$100 to \$1,000. If the work of the Council is to be carried on satisfactorily, it needs a budget equal at least to the following:

Four Secretaries—Executive, Research, Uni-	
versity and Publicity.....	\$16,000
Stenographic Service	3,000
Rent	1,200
“Christian Education”	1,000
Printing and Supplies.....	500
Travel	1,500
Miscellaneous	500
 TOTAL	 \$23,700

The Council may wisely spend more money than the above, but this should be in hand as a guarantee. The item for "Travel" is chiefly for the University Secretary. The Executive Secretary travels, but honorariums and special contributions by organizations served cover most bills thus incurred. The periodical, "*Christian Education*," has brought in some income, but ought to be more widely distributed, free of charge, and should not be looked upon as a source of profit. The Association of American Colleges and other agencies, especially interested, will as heretofore, add materially to the above budget.

GENERAL PRINCIPLES OF DETERMINING THE FIELD AND CONSTITUENCY OF AN "EFFICIENT COLLEGE"

ROBERT L. KELLY

A serious attempt is made here to name certain tests by which it may be determined whether a college now has or is likely to have an adequate field and constituency. It is quite certain there are a number of "constants" in this problem and while it is recognized that there are many variables, it is thought worth while to attempt to define some of the constants.

Confessedly these estimates are general, they deal much with averages, they are largely statistical and they do not undertake to measure the spirit or atmosphere of a college.

The discussion is carried on with the "Efficient College" particularly in mind as defined by the Association of American Colleges. This has the advantage of definiteness and the further advantage of holding up for consideration an ideal which has been generally agreed upon as educationally sound. The discussion does not assume that a college which is not "efficient" in accordance with the terms of the definition is failing to do its present task or is unworthy of consideration and support. A large majority, no doubt, of the colleges holding membership in the Association of American Colleges are unable to meet the requirements set forth in the Association's definition. But this fact has not prevented these colleges from

attaching significance and value to the definition. It is fair to assume that most colleges aspire to reach the "efficient" class or, at least, would like to measure their own resources and attainments in terms of the Efficient College. For those colleges which profess or aspire to be "Minimum Colleges" as defined by the Association, it will be easy to make the necessary adaptations of the principles. In other words, the principles may be applied to the "minimum" college quite as successfully as to the "efficient" college.

1. TOTAL POPULATION

As set forth by the Commission of the Association on the Distribution of Colleges, there is on the average one student enrolled in some type of college out of each 212 of the population of the United States. This counts all types of colleges, including normal schools of college rank. It estimates that of our total population of 106 million, approximately five hundred thousand students are doing work of college grade. A good many tests have already been made which indicate that the average is not far from correct. One in 213 of the population of Ohio is in college. In some of the cities of the country the number of students in college is in the ratio of 1 to 150 or 145. On the average therefore, an "efficient" college should draw from a total constituency of approximately one hundred thousand persons. A "minimum" college should be able to count 20,000 persons.

It is further estimated that about six per cent of the men and women of college age are in college and if the Army Intelligence Test of native capacity may serve as a guide, there is not much probability that more than fifteen per cent of the men and women of college age will enter college. While this is a prognostication, it nevertheless appears to be a fairly safe conclusion that the number of college students is not likely to much more than double within the next generation. If therefore there were a perfect distribution of college students among existing colleges, which, of course, there cannot be, it would appear that there is no great need for the establishment of large numbers of new colleges. The present agencies, if they could be made to function, would be able to take care of a surprisingly large part of the increasing supply of college stu-

dents. To say the least, the burden of responsibility is on the founders of a new college. They ought to satisfy themselves and the public as well, that there is a place for the proposed institution in the field of American education.

2. RACIAL AND VOCATIONAL FACTORS IN POPULATION

A careful study must be made of the racial and vocational characteristics of the general population. The population of many of our cities and states is so cosmopolitan that these considerations become in certain instances quite dominating. There are certain racial groups whose representatives do not look toward higher education. There are other racial groups which are noted for their interest in such education. It is also probably unfortunately true that the college as yet has not made an appeal to the representatives of certain vocational classes. So long as the offerings of the typical college are essentially unchanged, it will be quite fair to predict that representatives of certain lines of business will not be flocking toward college doors. It is unnecessary to particularize in stating the general principle, but when the principle is applied to a specific case, it is necessary to face certain facts very squarely if an actual measurement of conditions is to be made. If therefore one-half of the general population which is claimed as making up the constituency of a given institution is found to be made up of racial and vocational groups not particularly interested in college work the fact must be recognized. Such a college will need a general constituency of two hundred thousand. This principle also raises the question as to the policy of a given institution in offering short, correspondence and extension courses, etc., for those parts of the population not interested in the regular college course.

3. CHURCH POPULATION

It is a fact now well demonstrated that most of the students in American colleges are affiliated with churches. In general terms, college students are not recruited in relatively large numbers from those parts of the population which claim no church affiliation. It may be estimated that of the total college population of the country from sixty to eighty per cent of the students come from the homes of church

members. The proportion varies in different institutions and no one has the means absolutely of determining the exact ratio as applied to all the college students of the country but there is a mass of data which supports the general statement here made. President Burton is authority for the statement that 85 per cent of the total enrollment of the University of Michigan claim church affiliation. In the report of the church census which has recently been taken under the general supervision of Professor Soares, of the students in the University of Chicago, it is asserted that approximately 90 per cent of the students in that institution claim such affiliation. A statement issued and signed by the registrar of Pennsylvania State College sets forth that within a fraction of 95 per cent of the students in that institution express church preference and affiliation. Dean Bouton of New York University states that of the undergraduate students who entered that institution in September, 1920, there were 28.8 per cent of Jewish faith, 31.8 per cent Roman Catholic and 39.4 per cent Protestant, and he believes that these proportions apply approximately to the entire student body at University Heights. Of course, it is well known that in many of the denominational colleges of the country nearly all of the students are members of or are affiliated with churches. The mere fact therefore that a college has one hundred thousand constituency to draw from would lose much of its significance unless it could be shown that a very considerable proportion of that population was connected with the churches. The smaller the ratio of church population, the larger the total population required.

4. HIGH SCHOOL POPULATION

While, as has been shown, the total population and the racial, vocational and church elements of that population are important factors in determining college attendance, neither, nor all together, constitute the most immediate factor. Students who go to college must have been in secondary schools. The college therefore must either have a full quota of secondary students to draw from or must have such in reasonable prospect if it is to even predict increase in attendance. The U. S. Bureau of Education recently issued two comprehensive bulletins giving quite complete statistics of public and private

high schools for the year 1917-18.* From these bulletins and from other available sources many interesting facts and tendencies may be pretty accurately determined for almost any state or section of the country. Not only is it desirable to know what the total number of high school students is within the territory of the college, but as well, the proportion of those who graduate who go to college and the trends of development of secondary schools and their students. The number of public high school graduates entering college varies all the way from 48 per cent in Texas to 18 per cent in Maine. Of private high school graduates a larger proportion go to college than of public high school graduates. More boy graduates go to college than girl graduates from both public and private secondary schools. The increase in the number of high school graduates during the period from 1890 to 1918 has been over 925 per cent. Since 1890 the total high school enrollment has increased 710 per cent while the total population has increased only 68 per cent. Even with a million six hundred and forty-five thousand one hundred and seventy-one children in the high schools only a very small fraction of the entire population is so enrolled. This proportion has increased almost five times within the last thirty years. California and Kansas lead in this particular.

5. LOCAL POPULATION

In the typical college, particularly the college which does not already have prestige, approximately 50 per cent of the students come from within fifty miles. If a given college represented the ideal average, it would have one hundred thousand general population, of which sixty to eighty thousand would be church population, mostly Protestant, and a population of fifty thousand within the fifty mile radius. Check up also on racial, vocational and high school phases of the population. The above figures are not to be given exact mathematical value but are suggested as reasonable guides in making studies.

Of course, certain old and well established institutions violate this principle of local population and draw a majority of their students from a territory beyond fifty miles and in some instances a large number of their students from a terri-

*Bulletin, 1920, No. 19; Bulletin, 1920, No. 3.

tory beyond one hundred miles. But these facts do not militate against the general principle for the typical college without prestige. It is also to be noted that in certain sections of the country, particularly certain western states, the fifty mile radius must necessarily be increased to one hundred or even one hundred and fifty miles. The approximate facts concerning any institution can be made available on all of these points.

6. CENTRES OF POPULATION

Significant shifts of population are occurring in several states of the Union. In Montana the centre of population is moving eastward while in the adjoining state of North Dakota it is moving westward. These movements of population are due to ascertainable causes and will undoubtedly affect the development of colleges. The movement of the centre of population may be away from interests of temporary value and in the direction of stable development. In one state studied eight movements of population have been pointed out, that is, the movement of Indians, Hunters and Trappers, Prospectors, Pioneers, Stockmen, Lumbermen, Miners and Farmers. The significance of these movements of population is seen in the history of colleges founded in response to sectarianism, as aids to real estate booms, etc. The question is, how much and what elements of stability does a given community have and what are the prospects for the future so far as population is concerned.

7. MIGRATION

The October issue of the Association of American Colleges Bulletin contains a report of a study made in this office of the Migration of those college students who are enrolled in the colleges listed by one or more of the following standardizing agencies: * the Association of American Universities, the North Central Association of Colleges and Secondary Schools, the Southern Association of Colleges and Secondary Schools, and the University of California. The report referred to covers only the colleges in the above named list and eliminates for obvious reasons the large independent and state universities. The striking fact is brought out in this investigation

*List published by the American Council on Education, Washington, D. C.

that on the average, 30 per cent of all of the college students of the United States, as defined above, attend college in some other state than their own state. The facts are available with reference to the number of students entering and the number leaving each state for institutions on the list. One state draws almost 90 per cent of its college students from other states. Another state holds about 94 per cent of its college students. Not only the numbers, but the directions of migration may be determined for each state. It is evident that more and more migration will be an important factor in determining the field and constituency of a college.

8. TRANSPORTATION

In a forthcoming issue of the Association of American Colleges Bulletin an extensive report will be made upon transportation as a factor in the establishment and maintenance of colleges. There has been a striking parallel between the development of our higher education and our railroad systems although certain ones of the leading colleges of the United States were established consciously in defiance of this general principle. It is certainly true that the era for establishing colleges away from transportation lines has passed if it ever existed. Maps will be shown in this report showing the distribution of leading colleges and high schools on railroad lines and at railroad junctions. In a word, the typical college must be accessible and the prosperity of a given institution may be greatly interfered with by its inaccessibility.

9. THE STATUS OF EDUCATIONAL DEVELOPMENT

A college is dependent in large measure upon the degree of educational development within its field. Unusual backwardness in educational development may neutralize many of the points heretofore mentioned. In some cases there is a fairly successful degree of coordination as between the various state institutions of a given state. In practically no case has such coordination been developed among the institutions belonging to the independent and denominational group. A low stage of development in elementary and secondary education curtails very naturally the potential supply of college students. The field and constituency of each institution must

be studied from the standpoint of the status of development in all phases of education.

10. RESOURCES OF EXISTING INSTITUTIONS

These are available for most of the institutions of the country and are a determining factor in the establishment of a new college or in the development of a struggling college. These resources must be studied from many points of view, and have to do with personal and material considerations, such as educational standards, the scholarship of the faculty, academic recognition, the method of control, the character and extent of the curriculum, the methods of advertising, the value of the plant and equipment and the amount of productive endowment.

The Council of Church Boards of Education has already responded to numerous requests from Boards of Education and individual institutions for estimates as to the field and constituency of colleges as measured by these and other tests and possesses a large mass of data throwing light upon such problems in every state of the Union.

THE LAKE GENEVA PLAN

For a number of summers there has been conducted by the Young Men's Christian Association at Lake Geneva, Wisconsin, a large student conference. In these great inter-denominational gatherings of young men from the colleges and universities of the middle States, the Association and Churches have had equal interest. The Association has had its work systematically and thoroughly organized, whereas the Churches, unhappily, have not had their co-ordinative plans so well matured. This has meant that the denominational representatives have not been able to render the service to the students and Church that they aspired to give. In the interest of efficiency, therefore, the various agencies concerned met, through their representatives, and worked out a *modus operandi* for the Geneva Conference which is now termed *The Geneva Plan*.

In view of the importance of this new endeavor to organize the work at the Geneva Conference that the largest service

may be rendered, it is deemed worth while to present the plan to the end that it may be more generally understood and better results obtained.

1. The Council of Church Boards of Education, through the leadership of its University Secretary, assumes the conservation of all denominational interests in the Conference.

2. The University Secretary, a representative of the Home Land interests and a representative of the Foreign interests constitute the Executive Committee of the Church representatives.

3. The various Educational Boards, having sufficient students in their respective denominations in attendance to justify such action, will appoint representatives to head up and be responsible for all of their denominational interests during the entire session.

4. All the Home Land interests will be unified and directed, as far as consistent, by the Committee on Recruiting the Home Missions Force. This is being done by the Home Missions representative on the Executive Committee mentioned in 2 above. This man, being well informed as to the needs of the whole field as well as about the men in the field who can be secured to represent the various aspects of the work, is in a position to make suggestions and nominations which will result in the formulation of a well balanced presentation of the Home Land challenge. He, with the advice of the Home Missions Boards, nominates to the denominational leader, mentioned in 3 above, and the Camp Executive, such speakers as will best serve the interests of all. Through this means the entire range of Home Missions interests will be presented. These nominees, when satisfactory to the denominational representatives and to the Camp Executive, will be officially appointed by their respective Boards and invited by the Camp Executive to attend the Conference.

5. All the Foreign interests will be handled in a similar fashion to that mentioned for the Home Land interests. As the coordinating agency in this case the co-operation of the Foreign Missions Council is sought. Their representative is also a member of the Executive Committee mentioned in 2 above.

6. The expenses of all the various representatives of the Church agencies will be paid by their respective Boards.

7. That the best results may be obtained it has been determined that all the representatives mentioned in 2 and 3 above are to be present during the Retreat on the evening of June 16th and remain continuously through the conference until the evening of June the 27th. No one who cannot serve in this way is to be appointed. All those mentioned in 4 and 5 are also expected to be present at the Retreat and to remain through the entire conference.

8. The Executive Committee along with those mentioned in 4 above constitute the Camp Church Council which is to meet daily or as often as conditions justify. The Home and Foreign representatives, as well as the Camp Executive and Presiding Officer of the Conference, are urgently invited to attend these sessions. This Council is to remain on Monday after the Conference has closed on Sunday to make a careful study of the entire Conference and to formulate recommendations and determine upon a policy for future conferences.

The foregoing outline of the plan makes no attempt to present details of management, programs, etc., but it does set forth the general plan of organization and provides for co-ordination and specialization. The success of the plan will depend upon the spirit of the men working it as well as upon their continuous presence and sympathy. Constructive criticism will be welcome at any of the Council meetings, but destructive criticism is to be reserved for the final session on Monday.

The implications of this attempt at Lake Geneva are so far reaching that no co-operating agency can afford to fail in a single particular. There is too much at stake this year to treat the matter lightly or to think that liberties may be taken here and there to modify the plan. "United we stand."

This plan will serve as a norm for the organization of other camps. It will be used, with modifications, at Silver Bay, under the leadership of the Rev. Paul Mieou, representing the Council. Its adaptation to other camps is in process of being worked out, and it is hoped that through this method of organization and coordination new life and efficiency will be experienced in these most important gatherings.

PROPOSAL FOR A CONFERENCE TO CONSIDER THE EDUCATIONAL RESPONSIBILITY OF THE CHURCH

Meeting at the invitation of the Federal Council of the Churches of Christ in America on December 30, 1920, unofficial representatives of agencies engaged in various aspects of the educational work of the Churches appointed a subcommittee, whose names are appended hereto, to submit the following proposal to the consideration of those agencies:

(1) In view of the present challenge to a larger and more adequate program of education by the Churches, a conference of official representatives of the interdenominational agencies of the Churches working in the educational field should be held sometime before May 1, 1921, for the purpose of considering:

(a) The demand for a larger emphasis upon the educational work of the Churches and problems of the Churches in this whole field, including what is involved both in the term, "religious education" and in the term, "Christian education."

(b) The co-operation of the existing agencies to meet that demand most effectively.

(2) The conference shall be called by the joint action of the participating agencies and the personnel of the conference shall consist of officially designated representatives of each of the participating agencies, not to exceed a total of one hundred and fifty. If a larger and more general convocation should also be found advisable, it may be subsequently called by this conference.

(3) All the arrangements for the conference, including date, place and program, shall be in the hands of a committee consisting of one representative of each of the participating agencies. Each of the agencies is, therefore, invited to nominate a member of this committee, except those already represented by the persons whose signatures are appended hereto.

(4) The agencies included in the conference shall be:

The Council of Church Boards of Education.

The Sunday School Council of Evangelical Denominations.

The International Sunday School Association.

The American Sunday School Union.

The International Sunday School Lesson Committee.